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Editorial Comment

The ***Journal of Capital Development in Behavioural Sciences*** is now out with its sixth volume! Our conviction that the journal will definitely continue to wax stronger is being further justified. This volume six issue two also contains rich articles that have been well edited by our team of erudite scholar-reviewers, editors as well as the obviously committed in-house editors at the prestigious College Press, Jericho, Ibadan which is the publishing arm of Lead City University and its subsidiaries. It is our assurance that you will find in the volume a fountain of well researched knowledge.

Thank you.

The Editorial Team

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An assessment of the Impact of Parental Care Deprivation on In-school Adolescents Behavioural Problems in Ilorin Metropolis

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Abstract
Parenting plays very crucial roles in adolescents "transition to adulthood". It has been recognized as a major vehicle in socializing the child. This study therefore, examined the impact of parental care deprivation on in-school adolescents' behaviour problems. The study also investigated whether variables such as gender and years of working experience, would influence respondents views. The research method adopted for this study was descriptive survey. The population of the study consisted of all secondary teachers in Ilorin metropolis. An instrument titled "Impact of Parental Care Deprivation on In-School Adolescents' Behaviour Problem Questionnaire (IPDIABPQ) was used to obtain data from 300 randomly selected respondents. Percentages, mean and rank order analysis were employed to analyse the demographic data and to answer

Similarly, Kwaiji (2014) studied the influence of parenting styles on social behaviour and academic performance of adolescents in senior secondary schools in Gombe State, Nigeria and reported that authoritative parenting style had more influence on adolescent's social behaviour and academic performance. The findings also revealed that authoritarian parenting style also had positive influence on social behaviour and academic performance of adolescents in senior secondary schools in Gombe State. While neglectful parenting style and indulgent parenting style has negative influence on the adolescents' social behaviour and academic performance

These findings lend credence to the fact that, it is not only the schools that have the responsibility of inculcating and maintaining good behaviour among the students, parents too have the responsibility to ensure that their children are well brought up. In their role as nurturers, parents are expected to instill discipline into their children particularly by being emotionally present to them and avoiding as much as possible nurturing that would reinforce negative behaviours. Parental emotional presence to growing children has been established by many theorists like Mahler (1975) and Ainsworth (1978) as a very powerful force in shaping the character of children. John Bowlby's attachment theory (1980) is significant in revealing the need for parental emotional warmth to children and shows how its absence may breed children with serious emotional imbalances.

Therefore, positive parental care involves provision of quality time, being passionate and expressing keen interest to the needs of one's children and being present to them by providing the necessary warmth, tender care and love; protecting them from emotional and psychological pain and being kind and supportive to them. The inability of parents to provide all the above-mentioned care can be referred to as parental care deprivation thus children are denied the warmth that propels them through to psychological and emotional maturity. Engler (2009) suggested that the child should experience a warm, intimate and continuous relationship with its parents, in whom both find satisfaction and enjoyment, hence parenting plays very crucial roles in adolescents' transition to adulthood (Utti, 2006).

Hence, parenting is a complicated occupation that requires different skills. It is the process of promoting and supporting the physical, emotional, social, intellectual development of a child from infancy to adulthood (Davies, 2000). Inman, Howard, Beaumont and walker (2007) opined that children at adolescent stage require parent love, care, warmth and serious attention to adjust adequately in the environment in which they find themselves. Parents and adolescents become more physically and psychologically distant from each other during the period of adolescence and this distancing is usually followed by decreased emotional closeness, warmth and increased parent-adolescent conflict and disagreement as well an increase in the time adolescent spend with peers. This may suggest why Alegre (2008) reported that parenting styles predicts the child's wellbeing in terms of social competence, academic performance, psychosocial development and problem behaviour, hence, its influence on the lives of adolescent is very vital. Thus, the behavioural problems of adolescent are rooted in their homes (Onyechi and Okere, 2007). Okpako (2004) also noted that a child that is well brought up will remain a source of joy and happiness for such a family. A child that is deprived of parental care on the other hand is likely to exhibit traits of social withdrawal, aggressiveness, personality disorder, bullying, drug abuse and school dropout.

Behaviour problem is a well-known issue among in-school adolescents in different communities of the world today. Behavioural problems among in-school adolescents include antisocial activities such as theft, fighting, vandalism, rudeness, use of illegal drugs, alcohol drinking, restiveness, aggressive, bullying, personality disorder and host of others. Acts such as rape, vandalism, examination malpractice and cultism are also rampant cases of behaviour problems that are prevalent among in-school adolescents in Nigeria and other part of the world nowadays. These behaviours, if not properly checked are capable of destroying the societal norms and values which every society holds in high esteem because behaviour problem among in-school adolescents is a sign that the future of the society is bleak. If the in-school adolescents are into such habits, it could be an indication that the society is in serious problem. The fear being expressed by the people over adolescents forming and

exhibiting behaviour problem is an alert for attention to save the country from plunging into a lawless society which is inimical to both human and non-human development. Considering the importance of parenting on adolescents overall development, several researches have been carried out within and outside the Nigeria. There have been a lot of researches conducted by different researchers to find out the factors that are possible predictors of behaviour problem, but to the best of the researcher's knowledge, there are few research works on parental-care deprivation on in-school adolescents' behaviour problem in Ilorin metropolis. This is the gap the present study intends to fill. Therefore, this study examined the perception of teachers on the impact of parental-care deprivation on in-school adolescents' behaviour problems in Ilorin metropolis and also investigated whether or not gender and length of years of work experience of respondents would influence the perception of respondents on the impact of parental care deprivation on in-school adolescents' behaviour problems.

Research Question

1. What is the impact of parental care deprivation on in-school adolescents' behaviour problems as expressed by teachers in Ilorin metropolis?

Research hypotheses

1. There is no significant difference in the impact of parental care deprivation on in-school adolescent's behaviour problems as expressed by teachers in Ilorin metropolis on the basis of gender
2. There is no significant difference in the impact of parental care deprivation on in-school adolescent's behaviour problems as expressed by teachers in Ilorin metropolis on the basis of years of working experience

Methodology

The research design adopted for the study is the descriptive survey. The population consisted of all secondary school teachers in Ilorin metropolis. The research employed a simple random sampling technique to select the 300 respondents for the study. There are three Local

Governments in Ilorin Metropolis, these are Ilorin-West, Ilorin-South and Ilorin-East. The simple random sampling technique was used to select five (5) schools each from the three local governments in Ilorin metropolis to make a total of fifteen (15) schools. The simple random sampling was also used to select 20 teachers in each of the fifteen schools drawn from the three local government areas in Ilorin metropolis to make a total of 300 respondents. A researcher designed questionnaire titled "Impact of Parental Care Deprivation on In-school Adolescents' Behaviour Problems Questionnaire" (IPDIABPQ) was used to gather data for the study. The questionnaire was divided into 2 sections. Section A was on personal data of the respondents such as gender and year of experience, while section B contained items on influence of parental care deprivation on in-school adolescents' behaviour problem as expressed by teachers. The respondents expressed their views on a four-point Likert-type Rating Scale Format of: Strongly Agree, Agree, Disagree and Strongly Disagree. The questionnaire was content validated by experts in the Department of Counsellor Education and Educational psychology, University of Ilorin while the reliability was ascertained using test retest method, the two set of scores were correlated using Pearson Product Moment Correlation (PPMC) and a coefficient of 0.75 was obtained. The data obtained were analysed by using percentages, t-test and ANOVA at 5% level of significance.

Results

Table 1: Demographic Characteristics of the Respondents Based on Gender, Teaching Experience and Parenting Experience

Variable	Frequency	Percentage (%)
Gender		
Female	164	54.7
Male	136	45.3
Total	300	100.0
Teaching Experience		
Below 10 years	122	40.7
11-20 years	121	40.3
21- 30 years	43	14.3
Above 30 years	14	4.7
Total	300	100.0

Table 1 showed the distribution of respondents based on gender, years of working experience and parenting experience. The table showed that 45.3% (136) of the respondents were male while 54.7% (164) of the respondents were female. This indicated that female participated more than male in the study. The result also showed that 40.7% (122) of the respondents were below 10 years of working experience, 40.3% (121) of the respondents were between 11-20 years of working experience, 14.3% (43) of the respondents were between 21-30 years of working experience while 4.7% (14) of the respondent were above 30 years of working experience. This indicates that respondents below 10 years of working experience participated more in the study.

Research Question: What is the impact of parental care deprivation on in-school adolescents' behaviour problems as expressed by teachers in Ilorin Metropolis?

Table 2: Mean and Rank Order Analysis of Respondents View on Impact of Parental Care Deprivation on In-School Adolescents' Behaviour Problems.

Item no	Parental care deprivation results to in-school adolescents' behaviour problem in the following ways:	Mean	Rank
1	Development of feelings of insecurity	3.32	1st
2	Tendencies for anti-social behaviour	3.21	2nd
3	Development of inferiority complex	3.20	3rd
4	Discipline problems in schools	3.18	4th
5	Difficulty in developing emotional intimacy at later years in life	3.17	5th
20	Tendencies for bullying	3.15	6th
19	Inability to sustain healthy marital relationships at later years	3.10	7th
6	Experimentation with drugs or alcohol	3.09	8th
17	Aggressive tendencies	3.08	9th
7	Tendencies for rebellion	3.07	10th
8	School drop out	3.07	10th
15	Social withdrawal	3.05	12th
16	Incr eased emotional stresses	3.05	12th
18	Poor psychological adjustment	3.05	12th
10	Impaired heterosexual relationship	3.05	12th
14	Poor self-concept	3.03	16th
11	Development of mood swings	3.03	16th
13	Over-dependence on others	3.02	18th
9	Poor academic achievement	3.02	18th
12	Wrong career choices	3.01	20th

Table 2 showed the rank order analysis of the items contained in the questionnaire on impact of parental care deprivation on in-school adolescents' behaviour problems in Ilorin metropolis. The result on the table revealed that items 1, 2, 3, 4 and 5 ranked as top items. Item 1 which states that "development of feeling of insecurity" ranked first with a mean score of 3.32. Item 2 which states that "tendencies for anti-social behaviour" ranked second with a mean score of 3.21. Item 3 which states that "development of inferiority" ranked third with a mean score of 3.20. Item 4 which states that "discipline problems in schools" ranked fourth with a mean score of 3.18. Item 5 which states that "difficulty in developing emotional intimacy at later years in life" ranked fifth with a mean score of 3.17. Since all the items on the table ranked above 2.50, it can be concluded that all the items are measures of impact of parental care deprivation on in-school adolescents' behaviour problems.

Hypothesis 1: There is no significant difference in the impact of parental care deprivation on in-school adolescent's behaviour problems as expressed by teachers in Ilorin metropolis on the basis of gender.

Table 3: Mean, Standard Deviation and t-Value Showing Respondent's View on Impact of Parental Care Deprivation on In-School Adolescents' Behaviour Problem in Ilorin Metropolis Based on Gender.

Gender	No	Mean	Standard Deviation	df	Calculated t-value	Critical t-value	p-value
Males	136	60.83	6.358	298	2.50	1.96	.01
Females	164	62.82	7.263				

Table 3 presents data on the means, standard deviations and t- value of respondents' on the basis of gender. The table shows that the calculated t-value of 2.50 is greater than the critical t- value of 1.96 (p-value 0.01 < 0.05 level of significance). On this basis, the null hypothesis which states that there is no significant difference in the impact of parental care deprivation on in-school adolescent's behaviour problems as expressed by teachers in Ilorin metropolis on the basis of gender was rejected.

Hypothesis 2: There is no significant difference in the impact of parental care deprivation on in-school adolescent's behaviour problems as

expressed by teachers in Ilorin metropolis on the basis of years of working experience.

Table 4: Analysis of Variance (ANOVA) on Respondent's View on Impact of Parental Care Deprivation on In-School Adolescents' Behaviour Problem in Ilorin Metropolis Based on Years of Working Experience.

Source	Sum of Squares	Df	Mean Square	Calculated F-ratio	Critical F-ratio	P-value
Between Groups	372.88	3	124.29	2.63	2.60	0.05
Within Groups	13977.19	296	47.22			
Total	14350.08	299	171.51			

Table 4 presents data on the Analysis of Variance on impact of parental care deprivation on in-school adolescents' behaviour problem in Ilorin Metropolis based on years of working experience. The table showed that a calculated f-ratio of 2.63 is greater than the critical f-ratio 2.60 (p-value 0.05 d" 0.05) level of significance. Therefore, the null hypothesis was rejected. This means that respondents of different length of years of teaching experience differ on their expression on impact of parental care deprivation on in-school adolescents' behaviour problem in Ilorin Metropolis. A further examination of the group differences was carried out using Duncan Multiple Range Test (DMRT) as shown below.

Table 5: DMRT Showing the Magnitude of Differences Respondent's View on Impact of Parental Care Deprivation on In-School Adolescents' Behaviour Problem in Ilorin Metropolis on Years of Working Experience

Working experience	Mean	N	Group	Duncan's Group
Above 30 years	60.14	14	1	A
11-20 years	61.21	121	2	B
Below 10 years	61.94	122	2	B
21-30 years	64.42	43	3	C

Table 5 showed the Duncan Multiple Range Test (DMRT) result used to determine the groups' mean(s) that led to the significant difference noted in the Analysis of Variance (ANOVA) results in Table 4. The result indicated that Group 1 with mean score of 60.14 differed significantly from Group 2 which holds the mean scores of 61.21, 61.94 respectively

and Group 3 with a mean score of 64.42. Hence, the significant difference noted in the Analysis of Variance (ANOVA) results in Table 4 was as a result of the fact that Group A (above 30 years) differ from Group B (below 10 and 11-20 years) significantly. Thus, Group C i.e. respondents between 21-30 years contributed more to the significant difference noted on the impact of parental care deprivation on in-school adolescents' behaviour based on years of working experience. Therefore, hypothesis 2 is rejected.

Discussion of the Study Findings

The study revealed that parental care deprivation has negative impact on in-school adolescents' behaviour problems. For instance it led to development of feelings of insecurity, increased tendencies for anti-social behaviour, led to development of inferiority complex and discipline problems in schools among others. The study is in agreement with previous researches whose submission were that parental demanding without responsiveness (authoritarian parenting style) may make adolescents rebellious and delinquent. For instance a home without love, warmth, care and affection may make the adolescent run away from home, rebellious and have negative associations and other delinquent behaviours follow (Okorodudu 2010; Odebunmi, 2007; Okpako, 2004 and Utti, 2006). Also, Catrin, Rutger and Roy (2005) who investigated whether parenting behaviours are directly or indirectly (through building self-control) associated with emotional (depression, stress, low self-esteem) and behavioural (delinquency, aggression) problems among adolescents and found that both types of problems were directly, negatively related to adaptive parenting behaviour (high parental acceptance, strict control and monitoring, and little use of manipulative psychological control). They also found that self-control partially mediated the link between parenting behaviour and adolescent emotional and behavioural problems.

The result of this study showed that a significant difference existed in the expression of male and female teachers on impact of parental care deprivation on in-school adolescent's behaviour problems. The result is supported the findings of Bingham, *et. al* (2006) who observed

that male exhibit more behaviour problems than females. Also, Mallum, Haggai and Ajaegbu (1999) reported that there was no significant difference in behaviour problem between the two categories, males and females. Most of the respondents of this study are teachers and at the same time parents and thus their responses and disposition towards impact of parental care deprivation on student behaviour problem is not surprising to differ in terms of gender. This may be as result of the fact that mothers are more emotionally close to their children than the father and most fathers in this part of the world (Nigeria) tends to be thorough in handling children care.

The result of the study further revealed a significant difference in the expression of secondary school teachers of different years of working experience on the impact of parental care deprivation on in-school adolescent's behaviour problems. This implied that the length of years of teaching of the respondents influenced their response as regards impact of parental care deprivation on adolescent's behaviour problems hence the differences noted in the result. This is not surprising because it is expected that teachers who have spent more years in teaching and dealing with adolescents will have more insight about the challenges associated with parental care deprivation on students problems compared to those with lesser years of teaching experience.

Implications for Counselling

The findings of this study have far reaching implications for family counselling. Counsellors are saddled with great task of promoting, understanding, and encouraging behavioural patterns that are associated with good mannerism and pursuit of socially acceptable behaviour. Thus, the findings of this study, point to the need to utilize and improve guidance and counselling support services in secondary school with a view to promoting positive parenting practices and acceptable behaviour among students.

Counsellors especially family and school counsellors need to intensify efforts in providing the needed enlightenment programmes that will assist students and parents in establishing a value added relationship. Organising recreational programmes among children and parents could help parents

to appreciate children's care and vice versa. There is also the need for discussion of unacceptable behaviour that is not conforming to societal norms through the media and other platforms such as PTA meetings; Open day and end of the term ceremonies of schools by family counsellors would go a long way in enlightening parents of the impact of their care on their children's behaviour. Through these programmes parents could be encouraged on the need for creating and spending sufficient time with children at home; provision of adequate monitoring, control, supervision of children irrespective of the gender and age; provision of adequate parental love, warmth, care, attention, dialogue, communication, explanations and establishment of good and maintaining cordial relationships with their children so as to enhance positive and effective parenting.

Counsellors' in Nigerian schools may also need to work in collaboration with law enforcement agencies to give awareness and enlightenment lectures, seminars and workshops regularly to students and parents on the consequences of these behaviours exhibited by the students.

Conclusion

As a result of the evidences from the data analysis, interpretation of results and discussion of the findings of this study, it can be concluded that the impact of parental-care deprivation on in-school adolescents' behaviour problems resulted in development of feelings of insecurity, tendencies for anti-social behaviour, development of inferiority complex, discipline problems in school and tendencies for bullying among others. Also, there was a significant difference in the impact of parental-care deprivation on in-school adolescent's behaviour problems as expressed by teachers in Ilorin metropolis on the basis of gender and years of working experience.

Recommendations

- Parents should be assisted to learn strategies handle and train their children without stress and give appropiate care and support to their children in the areas of cognitive, physical, social, emotional and intellectual development.

- Parents should also spend more time with their children most especially the fathers by always communicating with them so that they can easily discover the type of behaviour their children are exhibiting . More so, school counsellors should organized a programme that will link both the school teachers and parents together in order to create an atmosphere for them to know different behaviour problems been exhibited by each student so that they can help in resolving the unwanted behaviour and to determine the causes.
- The adolescents should be given appropriate training in school so that they can deal with their personal problem. A typical school treatment intervention for problem adolescents should include: confrontation, accurate education, assertiveness training, decision-making strategies and peer cluster involvement etc

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the main research question while t-test and (ANOVA) was used to
the research hypotheses at 5% level of significance. The study re
that impact of parental care deprivation on in-school adolescents
development of inferiority complex; tendencies for rebellion, dis
problems in schools; over-dependence on others and poor ac
achievement among others. The study further revealed that gender
years of working experience significantly influenced the perceptu
respondents on the impact of parental care on in school adoles
behaviour problems. Based on the findings of this study, it
recommended that parents should be assisted to learn how to
appropiate care and support to their children in the areas of cogni
physical, social, emotional and intellectual development so that
children can develop good and acceptable behaviour in the school, ho
and society at large, Parents should be encouraged to spend more ti
with their children so that they can easily discover the type of behavi
their children exhibit.

Keywords: Parental care deprivation, in-school adolescents, behavio
problems

Introduction

Adolescent behaviour problems is a common issue in most of
Nigerian secondary schools. The control of these behaviour proble
in secondary schools are not the ball games of the school systems alo
parents too have a key role to play in shaping behaviour of childr
through the process of nurturing, supervision and mentoring. M
parents today remain emotionally and physically absent from th
children as they engage in other activities to make a living. Second
schools in Nigeria are the abode of thousands of adolescents, wh
needs cannot be ignored or wished away without future d
consequences to both the students and the society at large. Cases
truancy, sexual immorality, delinquency, drug abuse, alcohol use
several other cases of misbehaviour is a common phenomenon in
secondary schools in spite of the efforts being made by the sch
administrators to curb indiscipline (Biu, 2011). The influence of paren
on the misbehaviours in-school adolescents is not peculiar to stude

in Nigeria alone, globally the influence of parenting have been proven to have strong influence on the manifested cases of misbehaviour of youngsters in various parts of the world

For instance, the US Department of Health and Human Services in 2002 reported that neglect is the most common parenting pattern experienced by children in the United States (Knutson, DeGarmo, Koeppl & Reid, 2005). Knutson *et al* (2005) following this survey also conducted a study regarding parenting styles and found as well that a large number of parents in US exhibit the neglectful parenting style and also proved that the increase in aggressive and antisocial behaviours in the US is linked to this neglectful parenting style. In the Knutson, DeGarmo, and Reid (2004) study a year before that, they found that neglect and harsh discipline are related to socioeconomic problems and adolescent behavior problems, especially aggression and antisocial behavior. The researchers also found that neglectful parenting, which included supervisory neglect, and care neglect, contributed to children's aggression and antisocial behavior.

Joseph (2015) also worked on effects of emotionally absent parents the behaviour of adolescents in selected secondary schools in Nakos County, Kenya. The findings of the study showed that majority rticipant who expressed emotional parental neglect showed hatred chool rules and elders, and reported having engaged in different of indiscipline while in school. The study also found strong positive tion between parental emotional absence and the challenges faced respondents.

eria, Okorodudu (2010) investigated the influence of parenting olescent delinquency in Delta Central Senatorial district and sser-faire parenting style effectively predicts adolescents' while authoritarian and authoritative did not. Parents who oriented in their styles (demandingness and responsiveness) r adolescents socially competent and goal directed. Parents control and monitored adolescent activities and promoted were found to have the most positive effects on viour. Uninvolving parents and also non-response to had negative impacts on their behaviour.